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ABSTRACT

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The booklet presents seven activities to teach young children in kindergarten through third grade to remain tobacco free. Children are introduced to the idea of tobacco as a dangerous, habit-forming drug, and discover how second-hand smoke affects people and pets. Activities in the book allow children to use everyday materials to create models of hearts and lungs and learn through a variety of hands-on activities about the harmful effects of tobacco. Activities are structured to help children gain an understanding of a healthy respiratory system, tobacco as a habit-forming drug, second-hand smoke and how to avoid it, and how to define and communicate their own "no tobacco" rules. The activities are designed to help children build skills they will need later to resist media and peer pressure to smoke or chew tobacco, and to give them the skills and understanding they need to make healthy, tobacco-free choices. (NB)

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You and Me Tobacco Free

Children's Activities in Tobacco Awareness

Judith K. Scheer, Eds, CHES

Illustrated by Nina Paley

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Network Publications
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1990

About the Author

Judith K. Scheer, EdS, CHES, has been a health teacher at the elementary and high school levels and a university professor and supervisor of student teachers. She has been a teacher, curriculum writer and trainer for Growing Healthy, as well as a Quest trainer in the Skills for Living program. Ms. Scheer is also the author of *Germ Smart: Children's Activities in Disease Prevention* and *Into Adolescence: Living Without Tobacco* (Network Publications, 1990).

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For more information about other books in the **Children's Activity Series** and a free catalog, please contact our Sales Department, ETR Associates/Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

Author's Introduction

The health activities in this book are written for primary level children. They are designed to provide meaningful and entertaining educational experiences that promote an attitude of "non-use" about tobacco.

The activities invite active participation from children. Parents can be involved through take-home materials and at-home activities. Bulletin board ideas are lively and will encourage people to pop into the classroom to see what you are up to. And these activities are just the beginning, I'm sure. With one or two good ideas, and a little change here and there to meet specific needs, incredible learning experiences develop.

As a teacher used to operating on a shoestring budget, I have designed activities that are inexpensive and don't require materials that have to be ordered in advance. (My love for media is tempered with an awareness of its potential to be unpredictable, which is similar to my love for the sea.) You might want to combine these activities with some of your favorite materials available from voluntary health agencies such as the American Lung Association, the American Cancer Society and the American Heart Association, and materials available from commercial vendors. I encourage it! And don't overlook programs that are broadcast regularly on educational TV. However, if other materials fail you, as has happened to me, we still have an "on-with-the-show" situation.

Tobacco education is, of course, only one part of a health education program. I'd like to see the concepts in this book incorporated into a comprehensive health curricu-

lum that uses the threads of self-esteem, respect for the body, refusal skills and decision making to unify the study of health topics such as disease, nutrition, safety, environment, hygiene and other important health issues.

Primary grade teachers and parents are in the enviable position of being able to capture a child's natural fascination with life and mold it into a lifelong love of understanding how and why things work the way they do. The activities in this book show children that the mysteries of the human body are within their grasp. The activities serve as a rich resource for ideas to encourage children to discover themselves.

Judy Scheer

1 Our Bodies and Our Breathing

Purpose

To help children respect the marvelous human body, so they will want to care for it and keep it from harm.

In a Nutshell

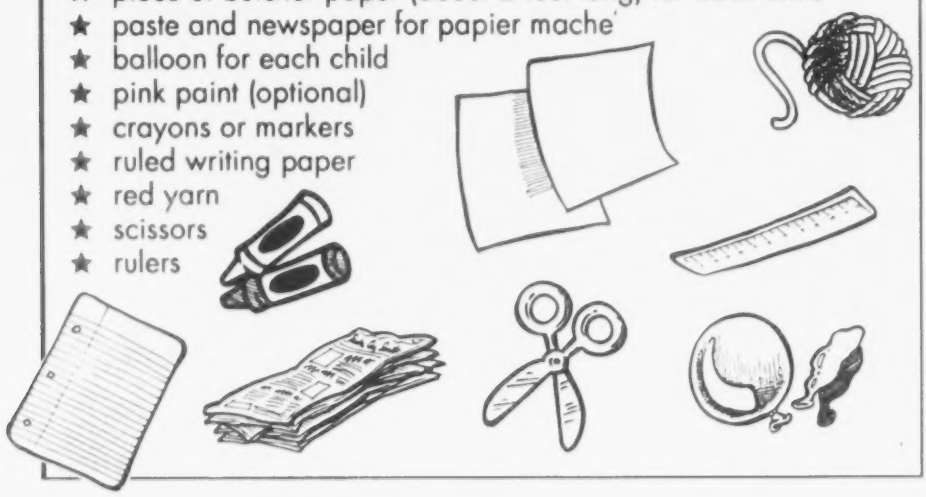
Children test some physical limits of their bodies, and participate in various demonstrations about breathing. Then they trace each other's torsos and draw in parts of the breathing system. Children also write letters to their bodies and make dinosaur-size air sacs from balloons and papier maché.

Get Ready, Get Set...

- Gather needed materials: piece of dryer hose, about 3 feet long; ball of string; football; cluster of grapes (plastic are reusable); balloon.
- Make a poster of the anatomy of the respiratory system using the teacher pattern **Our Breathing System**.
- Prepare bulletin board captioned ***Our Very Special Breathing System***.
- Prepare word cards using *New Words*.
- Gather materials for children.

Materials for Children

- ★ piece of butcher paper (about 2 feet long) for each child
- ★ paste and newspaper for papier mache'
- ★ balloon for each child
- ★ pink paint (optional)
- ★ crayons or markers
- ★ ruled writing paper
- ★ red yarn
- ★ scissors
- ★ rulers



Here We Go!

1. Give children a series of challenges to test the limitations of their bodies. Let them try these activities as you ask the following questions: Can you touch your elbow to your knee? Can you balance on one foot with your eyes closed? Can you touch your nose to your foot?

   For the last challenge, ask: Can you hold your breath until I count to 30?

   Let children try to hold their breath while you count. Then point out that our bodies won't let us hold our breath for long. Our bodies are designed so that we can't stop breathing on purpose. If we stopped breathing, we would die. Emphasize that the human body is very special. It deserves great care and respect.

2. Display the poster of **Our Breathing System**.

   Tell children that when we breathe, air enters our noses or mouths. There it is warmed or cooled and moistened. Tell children to think about what breathing feels like on a very cold day. Ask the following ques-

tions: Have you ever breathed very hot or very cold air? Could you feel your nose or mouth change the air? How does your chest feel inside when you breathe hot or cold air?

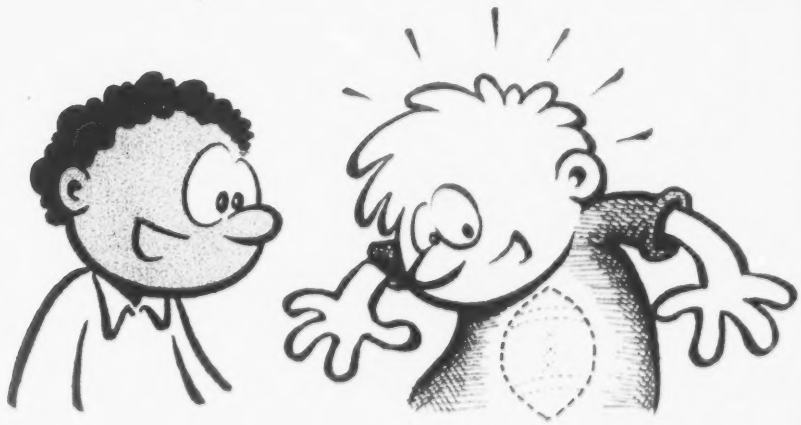
Air passes through the windpipe. Tell children they can feel the windpipe at the front of the neck. Have them feel the windpipe and see if they can feel bumps. These are actually rings (of cartilage) that keep the windpipe open.

Show children a piece of dryer hose. Show them how the rings in the dryer hose prevent the hose from being closed.

Ask children to guess the length of the human windpipe (approximately 5 inches). Have children measure and cut strings 5 inches long to represent the length of the windpipe.

Have each child hold a string at the side of another child's head. One end should be at the level of the nose (near the ear canal). Let the string hang down and see where the other end is (just below the tip of the breastbone/sternum, at approximately the middle of a child's chest).

Ask, "Where does the air go after it travels through the windpipe?" (lungs) Show children a football. Tell them the football is about the same size as an adult lung. Explain that we have two lungs that fill the chest cavity. Tell children that one lung is smaller than the other. Let them guess if the



right or left lung is smaller and why. (The left lung is smaller, to allow space for the heart.)

Show children the cluster of grapes. Tell them these represent the air sacs (alveoli) that make up the lungs. Explain that the windpipe has branches just like a tree. The branches become smaller and smaller tubes. (They are actually bronchial tubes.) These tubes are attached to the air sacs in the lungs.

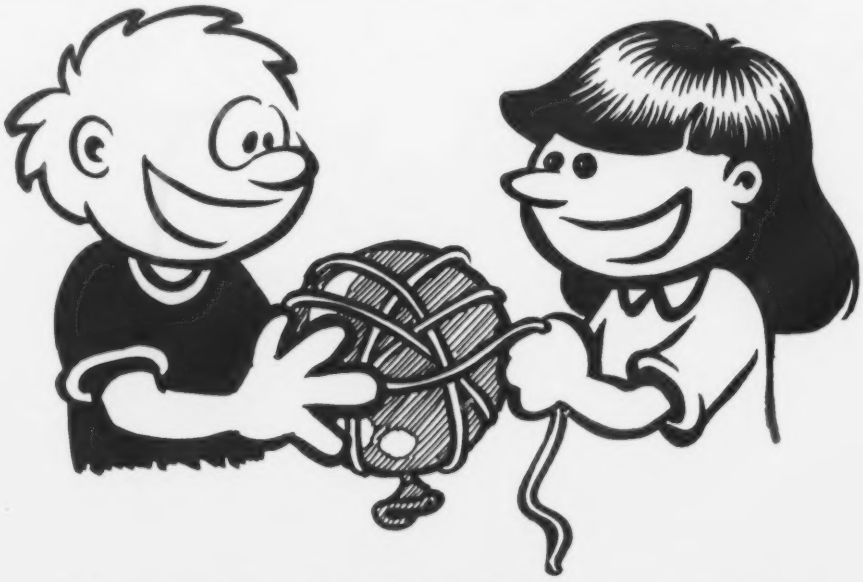
Blow up a balloon. Explain that this is how the air sac fills up with air. Explain that another job of the air sacs is to push air back out of the lungs. To illustrate, allow the balloon to expel the air.

3. Give children butcher paper and crayons or markers. Have children trace each other's bodies from head to waist. This can be done in pairs or in small groups coordinated by an adult or older student leader. Tell children to draw the parts of the breathing system on the tracing.

4. Have children write letters to their own bodies. Tell them to explain why they want to take care of their breathing systems.

5. Use the body tracings and the children's letters to create a bulletin board display. Title the display ***Our Very Special Breathing System***.

6. Cover inflated balloons with papier maché to make dinosaur-size air sacs. Paint air sacs pink, if desired. Have children criss-cross red yarn around each air sac. Explain that our air sacs are covered with very



small blood vessels. The blood takes the air (oxygen) from the lungs and sends it throughout the body.

Combine the air sacs to create a large dinosaur lung for display. Children could explain the display to other classes or to parents at an open house.

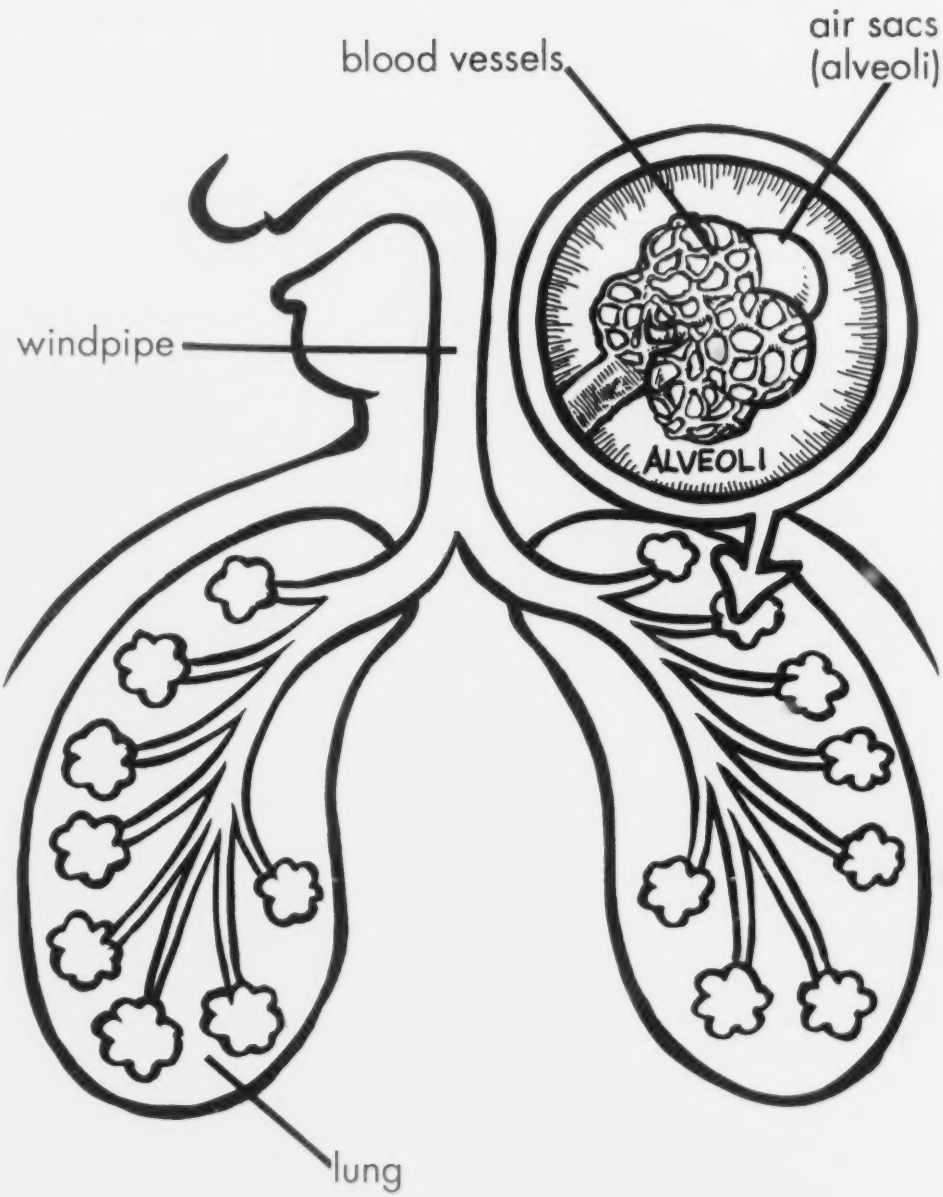
New Words

air sacs, blood vessels, breathing, diaphragm, lungs, windpipe

Where It Fits

art, health, language arts, math, science

Our Breathing System



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2 Smoking Harms Our Cilia

Purpose

To help children realize that the body works to keep the breathing system clean and that smoking interferes with the cleaning process.

In a Nutshell

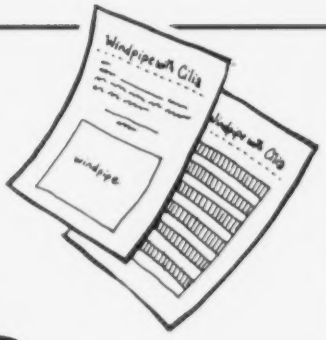
Children measure the length of a giraffe's windpipe, then play a game in which they pretend to be the cilia that line the windpipe. They construct model windpipes to take home and share with parents.

Get Ready, Get Set...

- Gather needed materials: picture of giraffe (or make a poster from the teacher pattern **So Tall!**); ruler, yardstick or tape measure; tape, yarn or string, at least 20 feet long; one small shaker of salt; piece of velvet or velveteen fabric, 4" x 5"; 3 tennis balls or similar balls; 1-3 dispensers of clear tape.
- Sign your name to the master activity sheet **Windpipe with Cilia** and make a copy for each child.
- Make a sample windpipe from the **Windpipe with Cilia** activity sheet.
- Prepare word cards using *New Words*.
- Gather materials for children.

Materials for Children

- ★ Windpipe with Cilia activity sheet
- ★ paste or glue sticks
- ★ scissors



Here We Go!

1. Show children a picture of a giraffe, the tallest mammal. Ask the following questions: What do you first notice about a giraffe? What are some things that a giraffe could use its long neck for?

   Giraffes can grow to be 19 feet tall. Help children measure 19 feet on a long piece of tape, yarn or string. Tape this measurement to the wall or stretch it out on the floor to show how tall 19 feet is. Ask children if they think a giraffe could stand up in the classroom or anywhere else in the school.

   Help children decide how long the giraffe's windpipe would be (9 feet), and mark that measurement on the 19-foot tape, yarn or string. Compare this to the size of the human windpipe (from Concept 1).

   Optional: Have children measure things in the classroom or at home that are 19 feet long, such as hallways, chalkboards, driveways, etc.

2. Ask children if they have ever swallowed something that "went down the wrong tube." Ask the following

questions: If it didn't go down the food tube to the stomach, where could it have gone? What tube could the food have gotten into if it went into the wrong tube? (windpipe) What did your body do? (cough) How does the coughing help? (Air forces the object out of the windpipe.)

3. Explain that the windpipe has a way to protect itself from dirt and germs that are bad for it. Have children wiggle their fingers. To show the sweeping action of the fingers, sprinkle a few grains of salt on a table in front of each child. Have children wiggle their fingers to brush the salt away with their fingertips.

   Explain that very tiny cilia (silly'–uh) line the windpipe, acting as tiny fingers to push dirt and germs out. The cilia keep the dirt and germs from reaching the lungs. Show the word card for *cilia*.

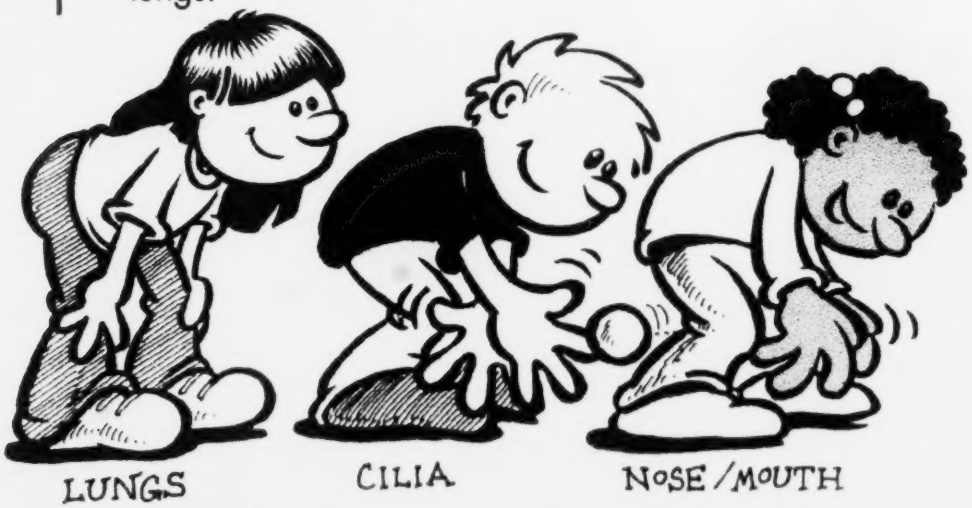
   Explain that only very tiny dirt and germs reach the windpipe because larger ones are trapped by hairs in the nose. Have children feel a piece of velvet or velveteen fabric. Tell them this is how the tiny cilia might feel.

   Roll the fabric into a tube (representing the windpipe). Explain that the cilia line the whole windpipe to help keep dirt and germs away from the lungs.

   Pick one child to represent the lungs and one to represent the nose and mouth. Have the rest of the children stand in a line with their backs to the child who represents the lungs and between the child who represents the mouth and nose.

   The nose/mouth should try to roll balls between the legs of the other children to reach the lungs. Tell children in the line to bend at the waist and use their arms to keep the balls from reaching the lungs. Tell the chil-

dren in the line that their arms are like cilia—the tiny hairs in the windpipe that keep bad things out of the lungs.



4. Tell children that when people smoke cigarettes, the cilia are paralyzed (can't move) for several hours. Repeat the demonstration. This time, tell the children in the line not to move their arms. They are like paralyzed cilia.

   Ask students to guess why people who smoke a lot cough in the mornings. When people are awake and smoking, lots of particles (tiny harmful things in the smoke) reach their lungs because the cilia are paralyzed. When smokers are asleep and not smoking, the cilia get back to work and start moving these particles up from the lungs into the windpipe. They start cleaning out the lungs.

   Just as we cough when food gets into our windpipe, smokers cough in the mornings to get all those particles out of the windpipe. But what happens when smokers have their first cigarette in the morning?

   The cilia can't finish the job they started because they are paralyzed by the cigarette. The coughing stops, and the dirt and germs return to the lungs.

5. Distribute the **Windpipe with Cilia** activity sheet. Demonstrate how to make a model windpipe lined with cilia. Children can work in small groups with an adult or older student as the leader to make model windpipes.

Have children take the completed models home to share with their families.

Directions:

- Fold on the thick lines. Cut along the dotted lines.
- Glue over the words *put glue here*.
- Mount rows of cilia to the *back* of the paper that says *windpipe*.
- Cut each row of cilia 12-15 times.
- Roll the windpipe, with the cilia inside, into a tube shape and tape.

6. Tell children that the body is a wonderful structure that deserves care and protection. Have children explain why the lungs should not get dirty and why smoking is not good for the body.

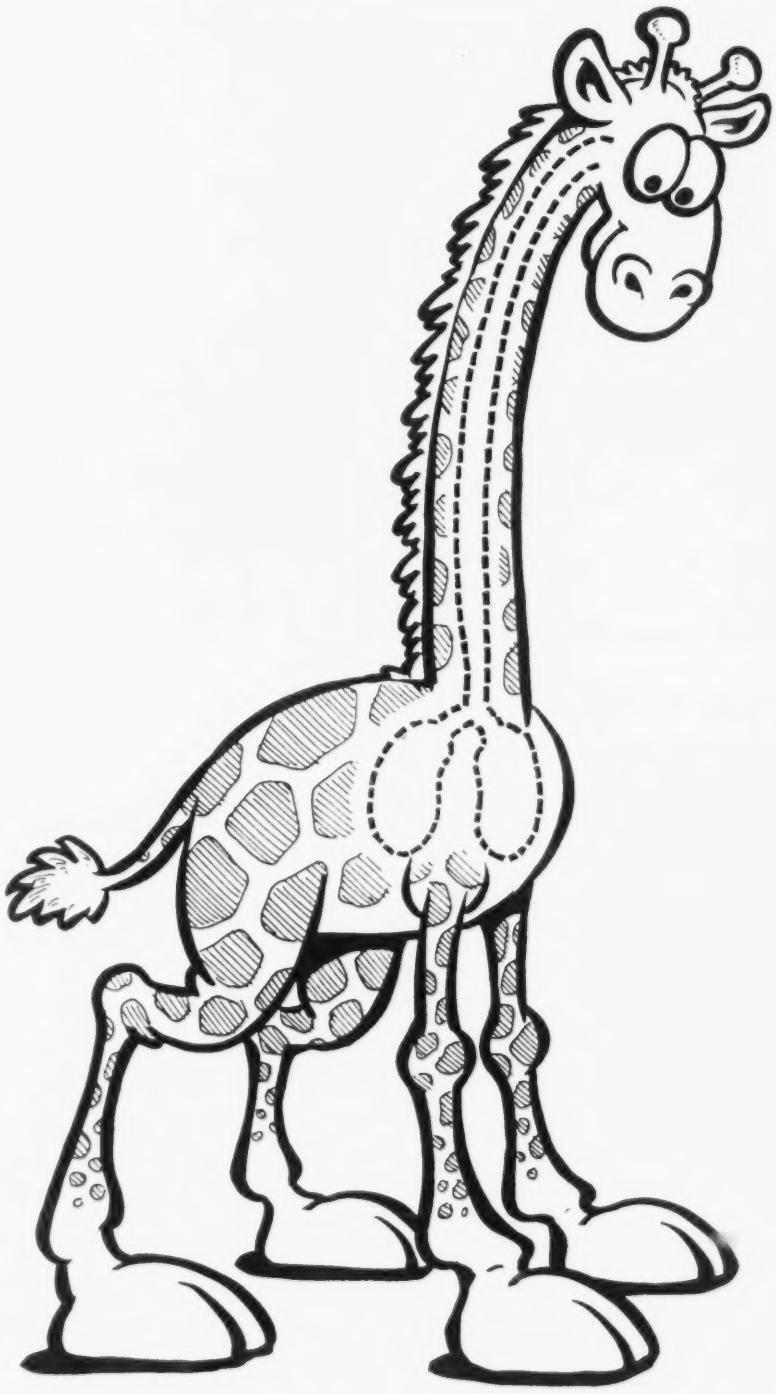
New Words

cilia, paralyzed, particles

Where It Fits

art, health, math, science

So Tall!



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Windpipe with Cilia

Page 1

Dear Parent:
Please have _____ tell you how cilia (silly-uh) clean the breathing system and how smoking stops cilia from doing their work.

_____
Teacher

(only glue cilia to back of windpipe section below)

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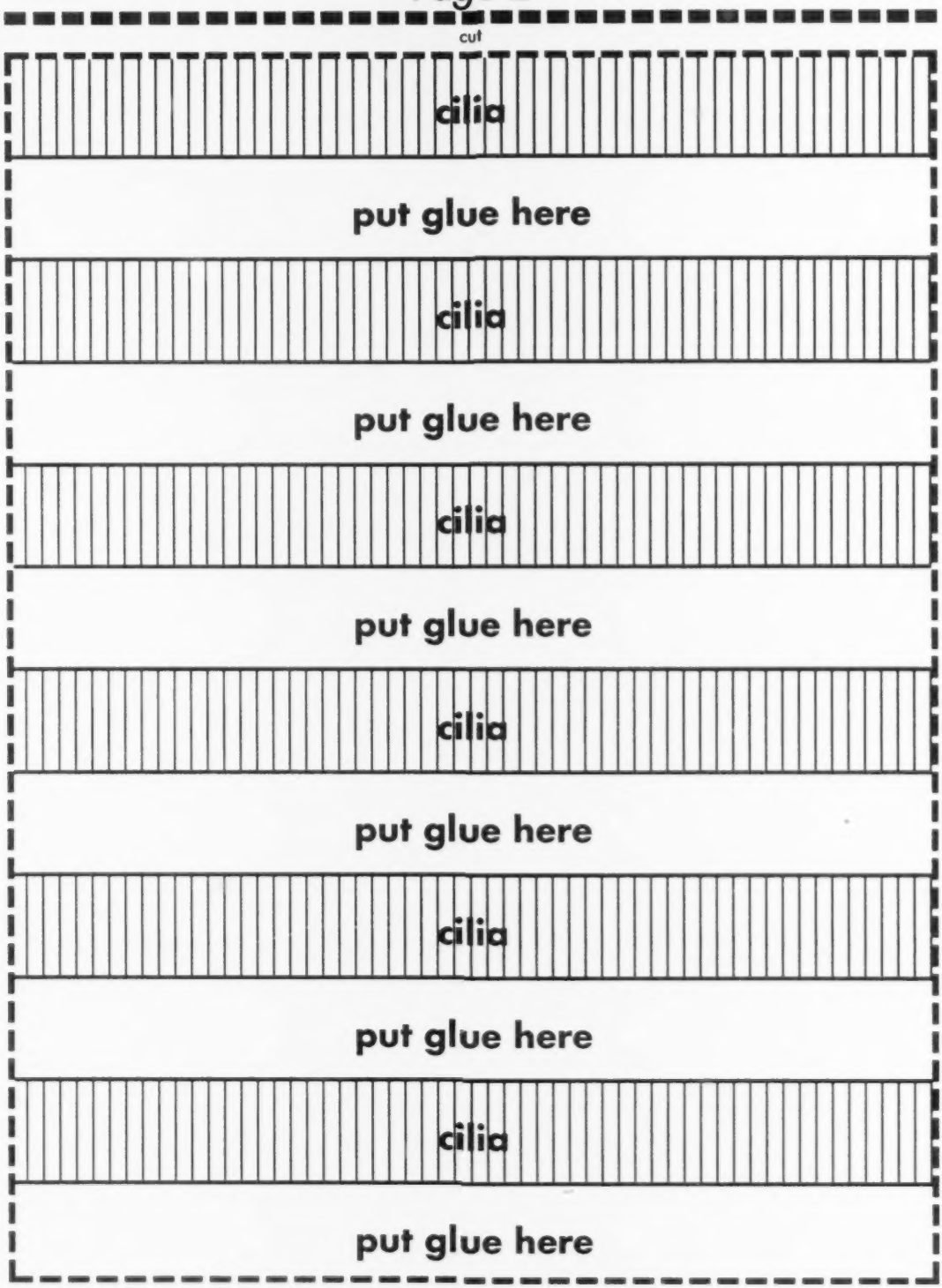
Windpipe with Cilia

Page 2



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3 Tobacco—No Type Is Safe

Purpose

To help children recognize tobacco products in their various forms and realize that all forms of tobacco are harmful to health.

In a Nutshell

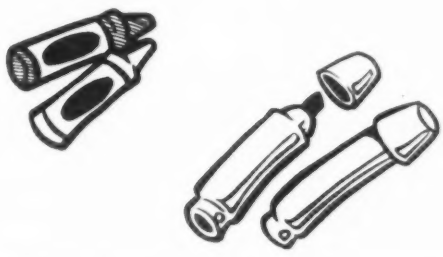
Children discuss and examine the several forms of tobacco. On an activity sheet, they are challenged to indicate which kinds of tobacco are dangerous.

Get Ready, Get Set...

- Mount illustrations of **Cigarettes, Pipes and Cigars** and **Chew and Snuff** on cardboard so they can stand up in a chalk tray.
- Prepare word cards using *New Words*.
- Gather materials for children, and copy activity sheet for each child.

Materials for Children

★ Which Ones Are Dangerous? activity sheet
★ crayons or markers



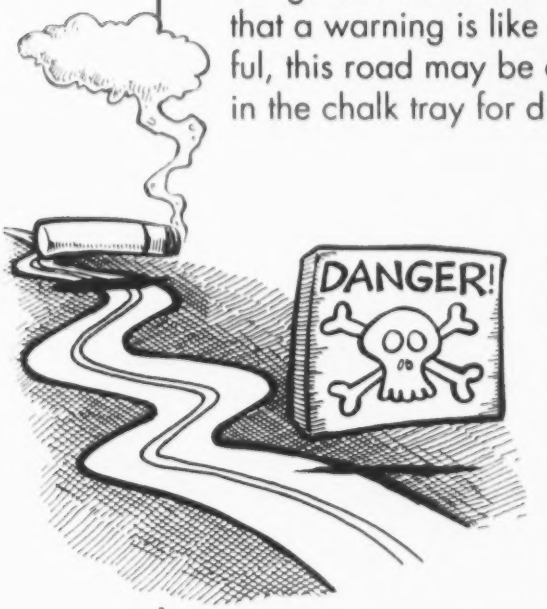
Here We Go!

1. Show children the word card for *tobacco*. Ask if they know what kinds of things are made from tobacco.

   Explain that tobacco comes from the tobacco plant. There are several different products made from tobacco. All forms of tobacco harm the bodies of people who use them. Any form of tobacco harms health.

   Explain that there are two basic ways tobacco is used. It is smoked or it is chewed.

2. Show children the **Cigarettes** illustration. Explain that smoking cigarettes is the most common way people use tobacco. Point out to children that cigarettes are so dangerous there is a warning on the package. Explain that a warning is like a road sign that says, "Be careful, this road may be dangerous." Place the illustration in the chalk tray for display.



3. Show the **Pipes and Cigars** illustration. Explain the difference between these types of tobacco and cigarettes. Tell children that pipe and cigar smoke is different from cigarette smoke. It is so strong that most people who smoke pipes and cigars do not breathe the smoke into their lungs.

Ask children to describe their feelings about smoke. Write these words on the board. Suggest adjectives they might consider (smelly, good, yucky, bad, gross).

4. Introduce chew and snuff with the **Chew and Snuff** illustration. Explain that these are "spitting tobaccos." They are chewed, not smoked. The juices from chewing on the tobacco give people a bad stomach ache. People who chew tobacco have to spit out the juices so they don't get stomach aches.

   List on the board words that describe the children's feelings about the use of spitting tobacco (cool, ugly, beautiful, sickening).

5. Emphasize that all forms of tobacco harm our health. Our bodies are hurt by tobacco.

   Explain that where spitting tobacco is held in the mouth, white, leathery sores form. These sores can lead to cancer, a disease that can cause death. Stress that spitting tobacco is not a safe alternative to smoking.

   Remind children that all tobacco harms the heart. Smoking tobacco harms the lungs, too. Spitting tobacco harms the mouth and tongue.

6. Have children complete the **Which Ones Are Dangerous?** activity sheet. Tell them to use the international symbol for no (a diagonal line through a circle) to show which type of tobacco is dangerous. In a follow-up discussion, help children conclude that all types of tobacco are dangerous.

Note to teacher: Attitudes toward tobacco use vary among families and cultures. Be sensitive to each child's personal situation.

New Words

chew, cigar, cigarette, pipe, smoking tobacco, snuff, spitting tobacco, tobacco

Where It Fits

health, science

Cigarettes

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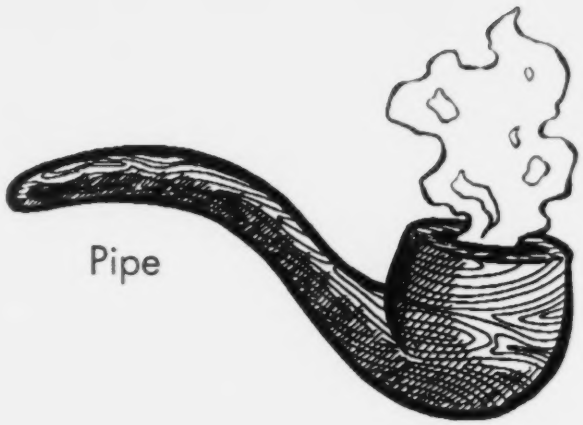
Pipes and Cigars



Pipe

Cigar

Pouch

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Chew and Snuff

Snuff

Chew

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Which Ones Are Dangerous?

From the **tobacco plant**, people make...

Cigarettes

Pipe tobacco

Cigars

Chewing tobacco

Put a line through each picture of a type of tobacco that is dangerous.

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4 Using Tobacco Makes Our Hearts Unhappy

Purpose

To help children understand that the heart works very hard and that tobacco makes the heart work even harder.

In a Nutshell

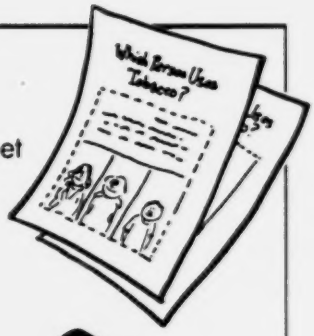
Children simulate the action of the heart by squeezing kitchen basters in water and by squeezing their fists in cadence. Then they run in place and check their heart rates. On an activity sheet, they color and hide happy and unhappy hearts.

Get Ready, Get Set...

- Gather needed materials: large baster, one per group; container of water, one per group; paper towels; pictures of tobacco products—cigarette, cigar, pipe, snuff, chew (from Concept 3).
- Prepare sample of completed **Which Person Uses Tobacco?** activity sheet.
- Enlarge pictures from the **Which Person Uses Tobacco?** activity sheet.
- Post the enlarged pictures from the activity sheet on a bulletin board and caption it ***Which Person Uses Tobacco?***
- Prepare word cards using *New Words*.
- Gather materials for children, and copy activity sheet for each child.

Materials for Children

- ★ Which Person Uses Tobacco? activity sheet
- ★ paste or glue sticks
- ★ crayons
- ★ scissors



Here We Go!

1. Have children point to their hearts. Tell them the heart is about the size of a fist and is hollow. It is located in our chests, left of center. Use the bulb from a large baster to represent the heart. Show how the muscles in the heart (represented by your hand) squeeze to pump blood through the heart.

   Have groups of children squeeze large kitchen basters in pans of water to simulate the pumping action of the heart. Each child should have a turn to squeeze the bulb ten times. Explain that the tube of the baster represents blood vessels.

2. Have children try to run in place for one minute. (They may not make it a full minute, so stop them when they look winded.) Then tell them to hold their hands on their chests to feel their hearts beating.

   Each child should rest quietly and try to count the number of times his or her heart beats. Time children for 15 seconds. Find the average number of beats per minute for the class.

Note to teacher: During this and any exercise activities, be aware of students with asthma or other health problems.

3. Tell children to pretend that their hands are hearts. Tell them first to squeeze, then to relax, their fists, while you count to 80 in 1 minute. Explain that this is the average number of beats for children (approximately 80 beats per minute). Ask children how their hands feel after 1 minute of squeezing (or 80 squeezes).

   Tell children that in 1 day, the average heart pumps enough blood to fill a battleship! Lead children to conclude that the heart is a wonderful, hard-working body part that deserves care and protection.

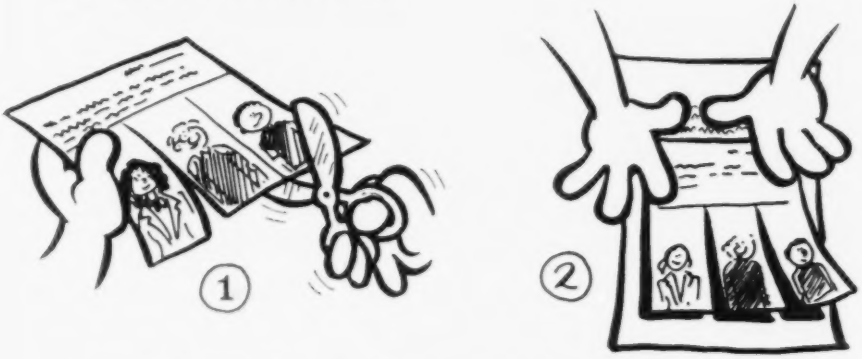
Optional: To make the counting more interesting, have children stand while they squeeze their fists, then jump up in the air at each set of 10. They can whisper the counting with the teacher, then jump and shout at 10, 20, 30 and so on.

4. Discuss ways we can care for our hearts. (Eat nutritious food, exercise, get enough sleep at night, relax.)

5. Tell children that tobacco (in any form) makes our heart unhappy by making it work harder. To demonstrate how the heart works harder, tell children to squeeze and relax their fists again to represent the heart beating.

   Once they are in a rhythmic pattern, tell them to pretend that tobacco has just caused the heart rate to increase. Now increase the cadence to 120 beats per minute. Have children continue this pace for 30 seconds. Discuss their reactions.

6. Demonstrate how to complete the two-page activity sheet **Which Person Uses Tobacco?** On Page 1, have children color each person and cut and fold on dotted lines and fold on the solid line. On Page 2, tell children to draw happy faces on the hearts of 2 non–users. Tell children to draw a sad, tired face on the heart of 1 tobacco user.



Then children should glue Page 1 on top of Page 2, being careful to align the 3 people. Have students peek at the hearts underneath. Read the hint at the bottom of Page 2 to children. Collect the activity sheets for display.

7. Have children look at the heart of each character on the ***Which Person Uses Tobacco?*** bulletin board. Tell children to decide by looking at the heart if that person uses tobacco. Change the hearts often to maintain interest. Post completed activity sheets on the board, also.

New Words

heartbeat, heart rate, non–user, user

Where It Fits

art, health, math, science

Which Person Uses Tobacco?

Page 1

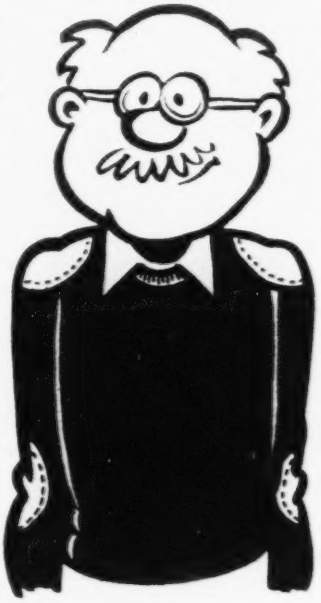
Directions: Color each person below. Then cut on the dotted lines. Fold the paper on the solid line. Glue it to the top of Page 2.

Which person uses tobacco?

cut

fold

cut



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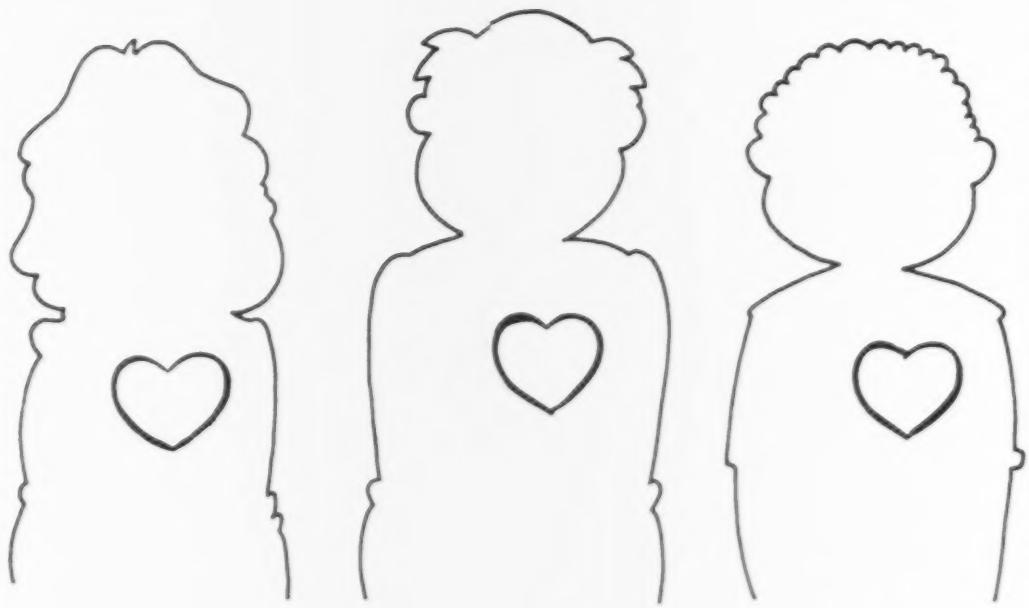
Which Person Uses Tobacco?

Page 2

Directions: Draw a sad face on the heart of a tobacco user. Draw happy faces on the hearts of the 2 non-users. Then glue Page 1 to the top of this page.



Hint: We can't always tell from the outside how healthy our insides are! Look for a sad heart. All tobacco is bad for the heart.

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5 The Tobacco Habit

Purpose

To help children understand that tobacco use is habit-forming and harmful.

In a Nutshell

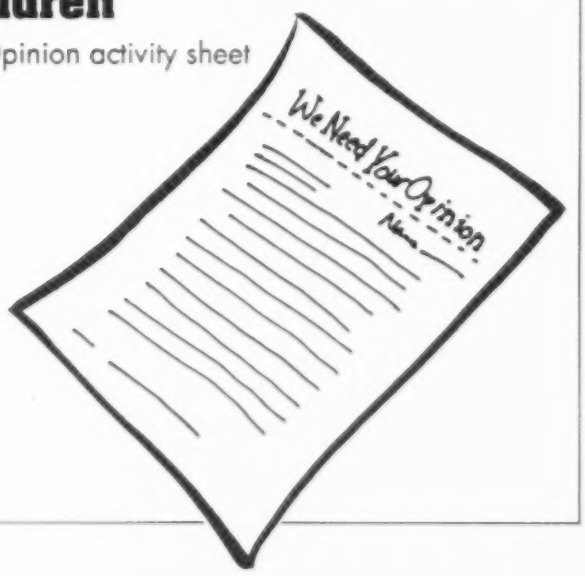
Children tell a stick puppet how to create a healthy habit. They discuss how hard it is to break unwanted habits. Children take an activity sheet home to survey the opinions of family members about tobacco use.

Get Ready, Get Set...

- Gather needed materials: ruler or other flat stick.
- Make stick puppet from **Stick Puppet Pattern**.
- Be prepared to give children the local address of the heart association, lung association or cancer society.
- Prepare word cards using *New Words*.
- Copy activity sheet for each child.

Materials for Children

★ We Need Your Opinion activity sheet



Here We Go!

1. Discuss the meaning of *habit*. A habit is an action that you do so often or for so long that you do it without thinking. Have children brainstorm a list of habits. Enlist children's help in classifying the habits as healthy or unhealthy.

Add other positive health habits to the list (cleanliness, exercise, getting enough rest, reducing stress, proper nutrition, avoiding drugs, medical check-ups, keeping safe, dressing properly for weather).

2. Introduce the stick puppet. Have children name the puppet. Tell them that the puppet wants to begin a healthy habit. Have the puppet select one healthy habit from the list. Ask children to tell the puppet how to form a good habit.

3. Explain that tobacco is habit-forming. If the puppet wanted to form a good habit, he or she would have to work at it, using the guidelines offered by the children. However, if the puppet decided to use tobacco, it would be easy to make tobacco use a habit.

   Tobacco use easily becomes a habit because the body *craves* (greatly wants) tobacco. Compare this craving to cravings familiar to the children. Conclude that the best way to keep tobacco from becoming a habit is never to start using it.

4. Lead a discussion on how to break unwanted habits. Explain that when many grown-ups began to use tobacco, doctors did not know that it was bad for our bodies. No one knew that it was habit-forming.

   Today many grown-ups want to quit using tobacco, but it is very difficult (for some, impossible) to do. Tobacco use is a hard habit to break. Explain that most people who use tobacco would break the habit if they could.

5. Tell children that some people are trained to help tobacco users quit. Tell children they can ask you for the local (or national) address of the heart association, lung association or cancer society if people the children care about need to know where they can go to get help.

Note to teacher: National addresses for these agencies are: American Cancer Society, 1599 Clifton Road N. E., Atlanta, GA 30329, (800) 227-2345; American Heart Association, 7320 Greenville Ave., Dallas, TX 75231, (214) 373-6300; American Lung Association, 1740 Broadway, New York, NY 10019-4374, (212) 315-8700.

6. Tell children to use the **We Need Your Opinion** activity sheet to survey family members. The activity sheet asks grown-ups if they think people should use tobacco. Discuss the responses the

children get. Create a display with the answers.

New Words

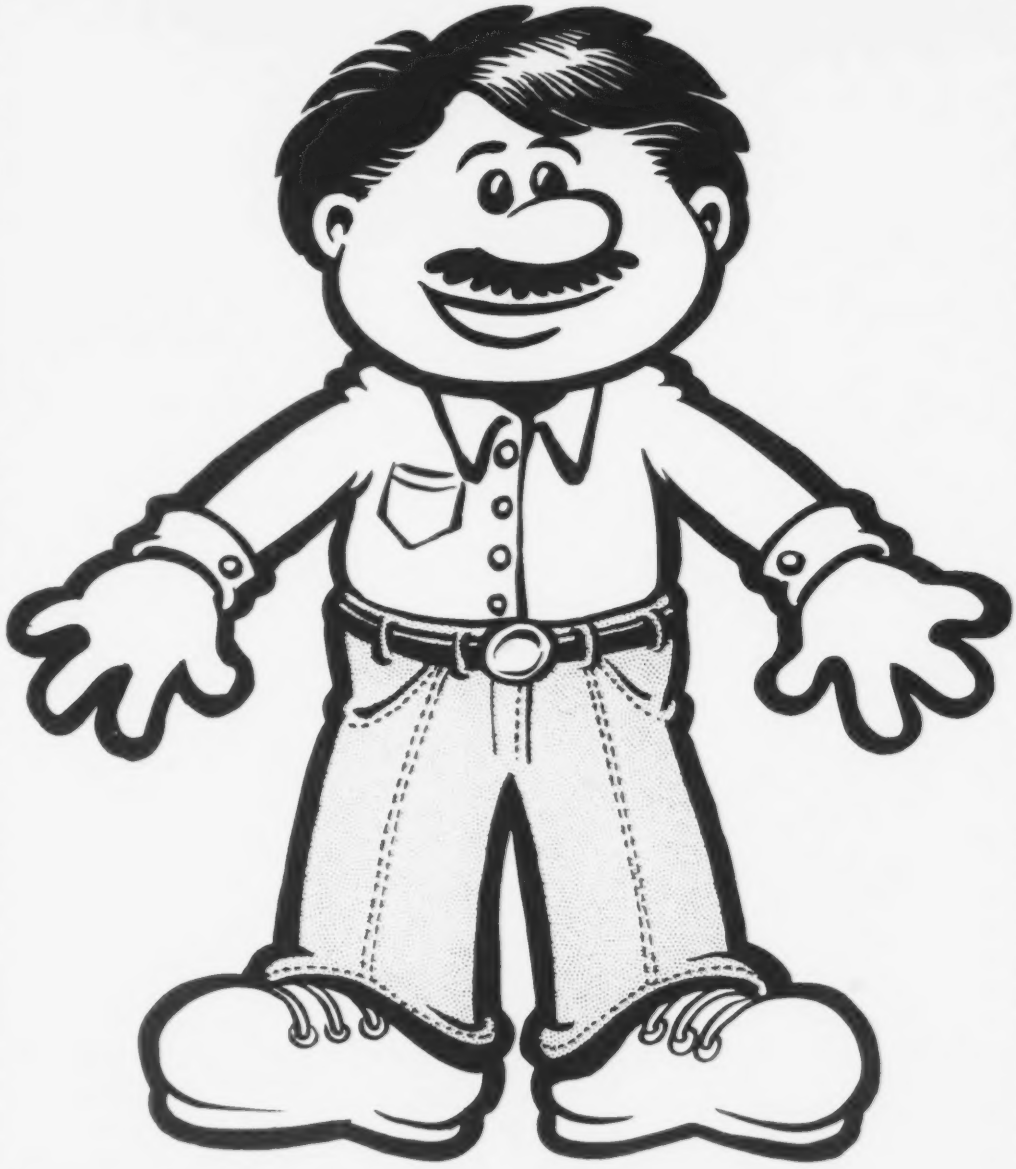
crave, habit, opinion

Where It Fits

health, social sciences

Stick Puppet Pattern

Directions: Attach a ruler or other flat stick to the cut-out figure below to make the puppet. Add color as you wish.



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We Need Your Opinion

Dear Grown-up,
We need your opinion! In school, we are learning about tobacco use. We would like to know what you think young people should do about tobacco use (smoking or chewing).

Please tell us your opinion and why you feel that way. Discuss your opinion with your child first, so he or she can talk to our class about it.

_____

_____

_____

_____

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_____

Signed _____

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6 Smoke Facts on Air Sacs

Purpose

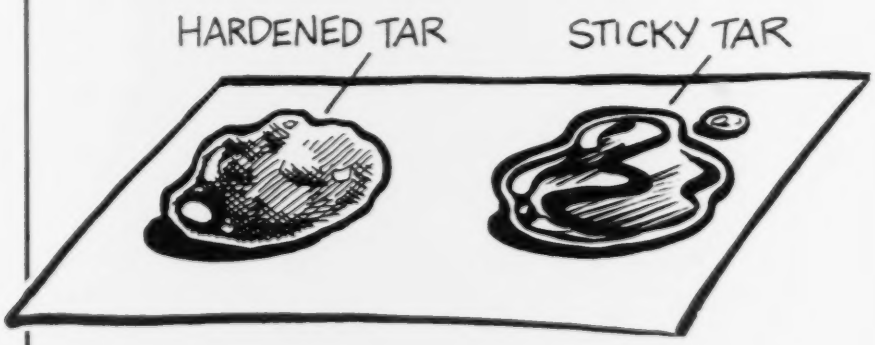
To help children understand how tars in tobacco smoke are harmful to lungs.

In a Nutshell

Children handle a sample that simulates tobacco tar. They run in place to experience breathing difficulties that can result from tobacco use. They then construct models that show how tobacco use damages the lungs.

Get Ready, Get Set...

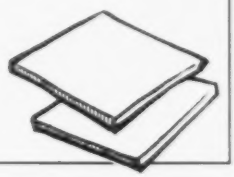
- Gather needed materials: thick syrup such as molasses, 2 cups or other containers, index card, glue, black ink, balloon.
- Mix black ink with glue and let it harden on one half of an index card to make *Sample of Tobacco Tar.*



- Just before class begins, add a few drops of sticky syrup to the other half of the index card.
- Make a model of the marshmallow-raisin project.
- Prepare **Labels for Marshmallow-Raisin Project**; copy teacher page and cut out one label for each child.
- Prepare word cards using *New Words*.
- Gather materials for children.

Materials for Children

- ★ 6" x 6" cardboard square for each child
- ★ label for marshmallow-raisin project
- ★ 1" ball of clay for each child
- ★ small marshmallows, 10-15 per child
- ★ raisins, 10-15 per child
- ★ toothpicks, 20 per child
- ★ paste or glue sticks



Here We Go!

1. Explain that tobacco smoke contains tiny drops of sticky, dark tar. This tar is not the same as the tar on our streets, although they do look alike. Tell children this tar destroys the air sacs in the lungs. (It also contains carcinogens, which cause cancer, but we'll save that for later grades.)

2. Pour thick syrup or molasses from one cup to another to illustrate the consistency of tar. Remind children of

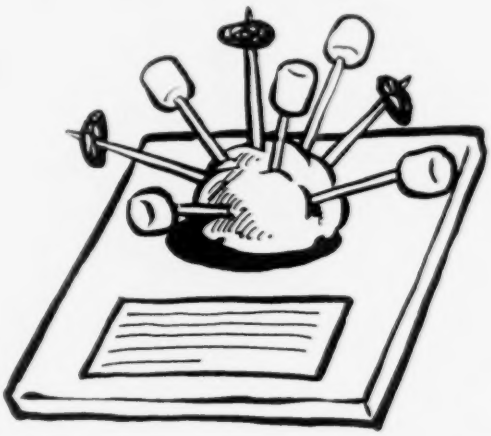
the cilia that clean the lungs (Concept 2). Explain that when tar coats the cilia, the cilia can barely move. Then they can't clean the lungs.

If tar reaches the air sacs, it coats the air sacs and hardens. Let children feel the *Sample of Tobacco Tar.*

3. Inflate a balloon. Remind children that air sacs are supposed to be rubbery and stretchy. When air is breathed in, the air sacs squeeze air back out to the windpipe and out of the body. If tar coats the air sacs and hardens, the air sacs can't stretch. When this happens, the air sacs break when air is breathed into the lungs.

This condition is a disease called *emphysema*. Demonstrate the difficulty in breathing that is caused by emphysema. Have children run in place for about 30 seconds. Then tell children to breathe only through their noses. They will be unable to get the gulp of air they need. Emphysema patients feel this lack of air each time they exert themselves, even walking across the room.

4. Have children make models of healthy air sacs and tar-damaged air sacs. Give each child all the materials they need for the project.



Tell children to paste the label on one end of the cardboard base. Then tell them to place the clay mound on the base. Tell children to use small marshmallows as air sacs. Tell them to attach the marshmallows to toothpicks and stick the toothpicks into the clay base.

Tell children the raisins represent the dark, stiff, broken air sacs that have been damaged by tobacco tar. Tell children to attach the raisins to toothpicks and stick the toothpicks into the clay base.

Remind children that all lungs start out stretchy, pink and clean. Tobacco smoke and other dirty air can blacken and damage our lungs. Tars come from tobacco smoke.

Optional: Have students work in groups of three to illustrate the progression of lung disease. One child should use only a few raisins, the second should use more raisins, and the third should use almost all raisins.

New Words

emphysema, tar

Where It Fits

art, health, science

Labels for Marshmallow-Raisin Project

This project shows how air sacs in the lungs are hurt by tobacco tars. The tars turn the soft, stretchy air sacs (marshmallows) into hard, broken ones (raisins) that can no longer do their work. Anyone who breathes in tobacco smoke breathes in these tars. Avoid tobacco smoke to protect your health.

This project shows how air sacs in the lungs are hurt by tobacco tars. The tars turn the soft, stretchy air sacs (marshmallows) into hard, broken ones (raisins) that can no longer do their work. Anyone who breathes in tobacco smoke breathes in these tars. Avoid tobacco smoke to protect your health.

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7 Breathing Someone Else's Smoke

Purpose

To help children realize that secondhand or sidestream smoke is dangerous and that they can develop skills to avoid smoky environments.

In a Nutshell

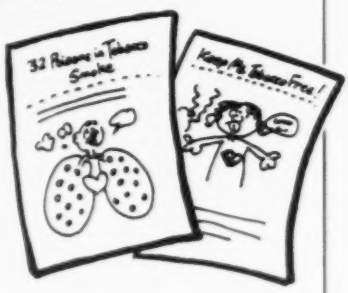
Children paste popcorn on an activity sheet representing the poisons in tobacco smoke. They begin an activity sheet about staying tobacco free, then take it home to discuss with their families. Children use the family responses to create roleplays about avoiding tobacco smoke.

Get Ready, Get Set...

- Gather needed materials: popcorn and popper.
- Mount the **Family** illustration on cardboard.
- Prepare **Keep Me Tobacco Free T-Shirt Patterns**; copy teacher page and cut out one T-shirt for each child.
- Prepare word cards using the *New Words*.
- Gather materials for children, and copy activity sheets for each child.
- Pop the corn so it is ready in advance.

Materials for Children

- ★ popped popcorn, 32 kernels per child (plus some for snacking)
- ★ 32 Poisons in Tobacco Smoke activity sheet
- ★ Keep Me Tobacco Free activity sheet
- ★ Keep Me Tobacco Free T-shirt
- ★ pink and red crayons
- ★ paste or glue sticks



Here We Go!

1. Explain that if you breathe someone's tobacco smoke, the smoke can hurt you. On the chalkboard, draw a picture of a family, including pets, or show the **Family** illustration. Circle all the nonsmokers, including pets.

   Explain that sidestream smoke comes from the tip of a burning cigarette. Secondhand smoke comes from smokers blowing smoke into the air. Ask children how nonsmokers could breathe secondhand or sidestream smoke.

2. Have each child count out 32 pieces of popcorn. Explain that tobacco smoke contains many different poisons. Each piece of popcorn represents one of these poisons—32 poisons in all! These poisons are in the smoke that tobacco smokers blow into the air.

3. Distribute materials and the **32 Poisons in Tobacco Smoke** activity sheet to children. Demonstrate how to complete the activity sheet. If appropriate, have students work in small groups to complete the activity sheet.

Directions:

- Draw a sad face on the heart.
- Color the heart red.
- Draw a line to connect the numbers in order from 1 to 32.
- Put a drop of glue on each number. Glue one piece of popcorn on each number.

4. Have children begin Part 1 of the **Keep Me Tobacco Free** activity sheet. Show them what to do. Tell children to put a smile on the heart and color the lungs pink.

Tell children to take the activity sheet home and complete Part 2 with their parents or other adults. Be sure to have children return the activity sheets to class. Discuss the adults' responses in class. Have children use the responses to create roleplays about how to avoid breathing secondhand or sidestream smoke. Use the activity sheets to make a class book called *Keep Me Tobacco Free*.

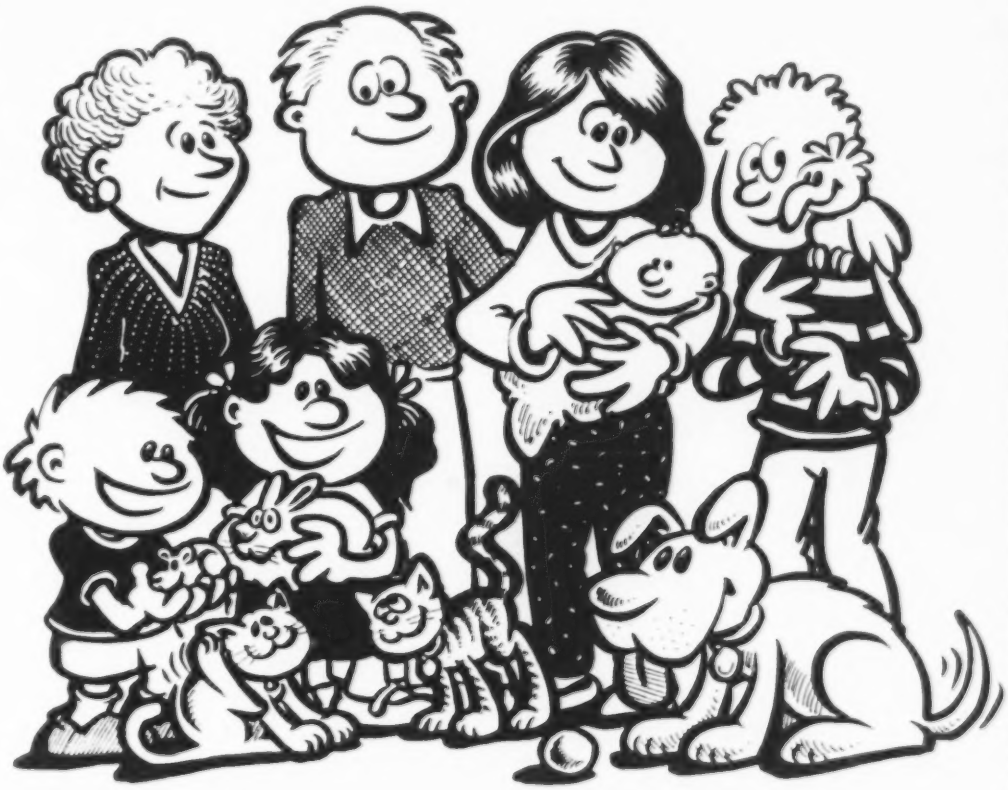
New Words

poison, secondhand smoke, sidestream smoke

Where It Fits

art, health, language arts, math, social science

Family



All these family members are nonsmokers. Can they breathe tobacco smoke?

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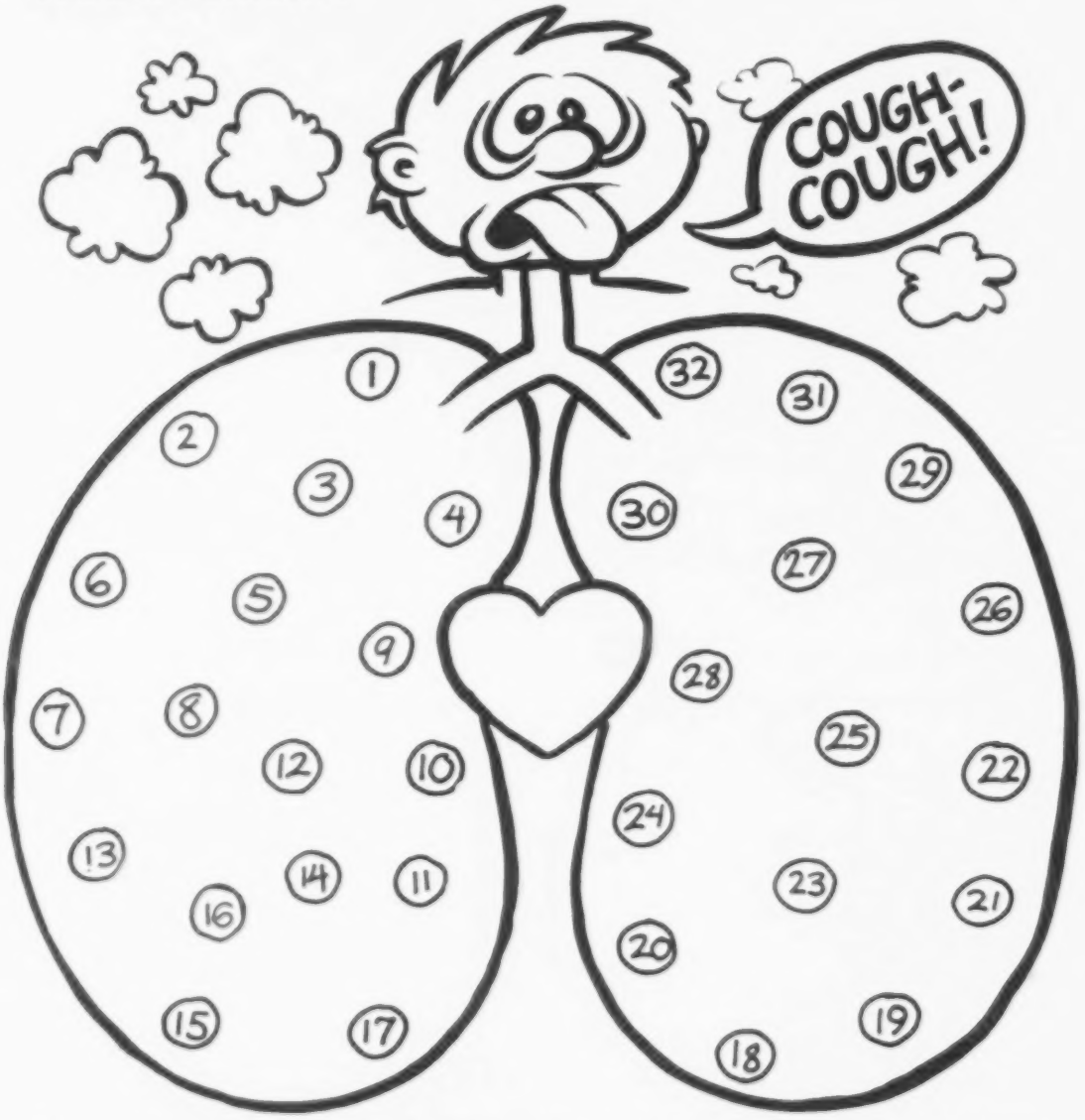
32 Poisons in Tobacco Smoke

Nonsmokers breathe in poisons from secondhand tobacco smoke.



There are 32 poisons in tobacco smoke. Each piece of popcorn shows a different poison that gets into our lungs when we breathe tobacco smoke.

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Keep Me Tobacco Free T-Shirt Patterns

Directions: Make enough copies of this page to give each child one T-shirt. Have children put their names on the shirts and color them. Then tell them to paste the collar onto the collar of the **Keep Me Tobacco Free** activity sheet.

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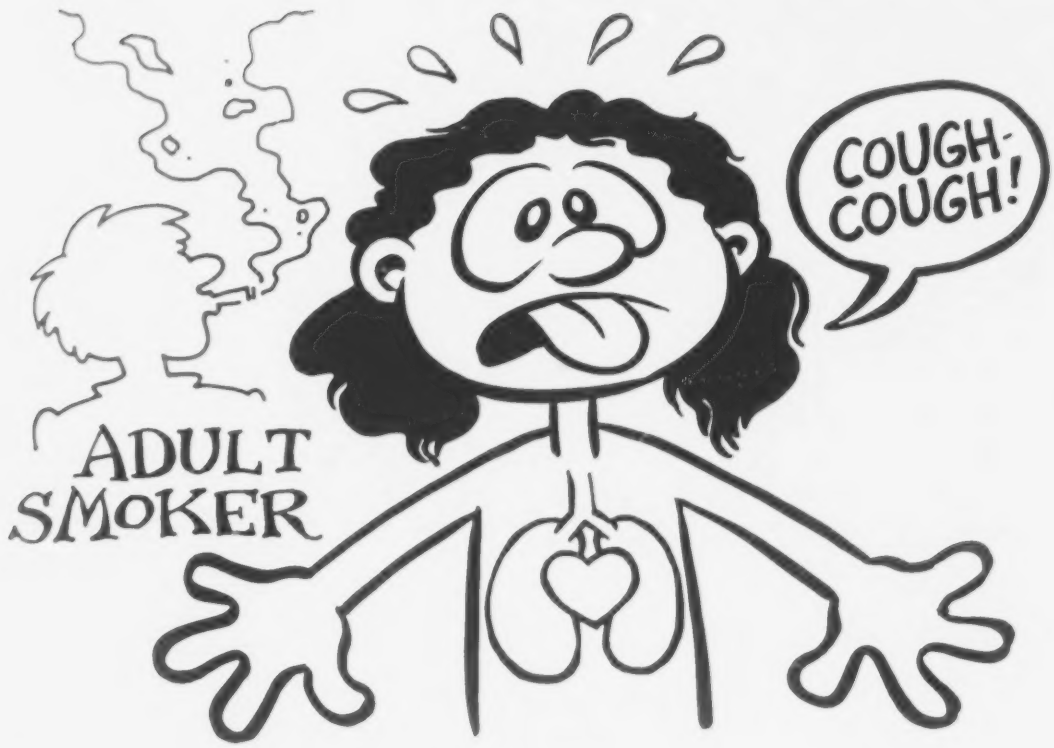
Keep Me Tobacco Free

Part 1

Directions: Put a smile on the heart and color the lungs pink.



Tobacco smoke can hurt my body, other nonsmokers and pets.

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Part 2

Directions: Parents, please work with your child to plan how he or she can keep away from tobacco smoke. We will share these suggestions in class.

- at home _____

_____

- in a car _____

_____

- in a restaurant _____

_____

My child could tell someone she or he doesn't want to breathe tobacco smoke by saying:

_____

_____

_____

_____

_____

_____

Signed:

_____ _____

Parent or Guardian Date

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Here are seven lively activities, in one easy-to-use teacher's resource guide, which encourage young children to remain tobacco free and grow into adults who make healthy choices. *You and Me Tobacco Free* makes the concept of a healthy body come alive as students use everyday materials to create models of hearts and lungs and learn through a variety of hands-on activities about the harmful effects of tobacco.

With clever illustrations and simple language, the activities invite children's involvement and are structured to help them gain an understanding of:

- a healthy respiratory system
- tobacco as a habit-forming drug
- second-hand smoke and how to avoid it
- how to define and communicate their own "no tobacco" rules

You and Me Tobacco Free is part of the "Children's Activity Series," which promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. The books in the series are designed as supplemental teaching resources and provide concrete, visual activities to help make difficult concepts easy to teach and easy for children to grasp. Other titles in the series include: *The Multicultural Caterpillar, We Are a Family* and *Germ Smart.*

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